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ABSTRACT

In 1966, a campaign called "Operation Popular Education Memory" (Operation Folkbildningsminnen) was begun in Sweden. Its aim was to save old material and oral memories. The operation developed into nationwide cooperation among popular educational associations, universities, archives, and libraries. It continued under the management of the National Federation for Adult Educational Associations with additions to its original aim--to give continuous documentation on adult education, to arrange courses in the field of adult education history, and to train research workers. Six handbooks on these themes and on how to build up the archives in the adult educational associations were produced. Courses for training teachers, study circle leaders, and researchers were arranged on management of archives, guidelines for documentation, organization of archives, interviewing, and use of tape recorders. (Two enclosures are provided. The first lists proposals for discussions in the History of Adult Education study group at the International Conference on Adult Education World Assembly. (Buenos Aires, 1985). The second enclosure is an eight-page report on studies in adult education history in Sweden in 1985. It describes conferences, a recent report that provides an account of historical developments in popular education for the mentally ill, theses that have been devoted to popular education, and local history studies.) (YLB)

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Report on Studies in the History of Adult Education in Sweden

As a member of the steering group of HAEN (since 1982 when the network had its start at the Paris World Conference) I wrote in Oct. 1985 proposals for the discussions in Argentina Nov. 1985. You will find my proposals enclosed (enclosure 1).

I also wrote an report on studies in adult education history in Sweden 1985. (Enclosure 2)

Mrs Inge-Lise Udjus, chairperson and initiator of HAEN, has given a report from the groupwork on adult education history in the ICAE World Assembly in Argentina 24 - 30 nov 1985. In this report one can read following proposals, a recommendation to the Executive of ICAE:

1. A project on adult education history in Argentina. Sponsored by ICAE. A case study including methodology and training of popular historians. Will serve as a model for similar work in other countries.
2. Handbook of the methodology of history. Especially oral history, interviews.
3. International bibliography on the history of adult education.
4. Strengthening of the ICAE networks.

Here a very brief answer to HAEN and to the ICAE member-organizations on what has been done in Sweden in this field.

In 1966 we began a campaign called "Operation Folkbildningsminnen" (OFM)", Operation Popular Education Memory, initiated of late Sigfrid Leander. The aim for the operation was to save old material and oral memories. It developed to a nationwide cooperation between popular educational associations, universities, archives, libraries etc.

The operation was organized from a national board and completed 1969 with boards or committees in the 23 counties.

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The operation was planned to run in five years (an operation can not last for ever!) and 1972 The National Federation for Adult Educational Associations (Folkbildningsförbundet) took over and organized an committee for documentation and archives. The aims was the same as for the operation but also to give continuous documentation on adult education and arrange courses in the field of adult education history, training of research-workers. Produce handbooks in this themes and especially how to build up the archives in the adult educational associations.

Handbooks

6 handbooks are produced

1966 FOLK OCH BILDNING, by Sigfrid Leander
(how to organise research-work for groups - studycircles, in archives, in libraries, in folkhighschools, for retired people, circles among members in organizations for homestead, etc. Lists over material, archives, how to arrange courses, maps over county archives for popular movments etc etc)

1968 Folkbildningsminnen på löpande band. edit. by Sigfrid Leander
(How to do an interview by Bjorn Höjer, How will the future be for private archives byAlgot Sandberg and a description of the department for litteratursociology in Uppsala. Also many practical lists such as "Frågelista" questionlist, "Självdeklaration for folkbildare" declaration for adult educatior)

1970 Folkbildning och Forskning by Sigfrid Leander and others
(adult education history studies as research S Leander, how to document the houses of the popular movments, Marianne Olsson, recording and file tape by Folke Hedblom etc)

1971 Folkrörelse- och Folkbildningskartotek by Josef Andersson och Sigfrid Leander
(recommendations on card index over organizations)

1974 Var finns protokollsboken? by Josef Andersson, Bertil Nordebo and Kurt Stellborn
(curriculum for a studycircle on how to take care of the local archive)

1977 Arkivvård. by Josef Andersson
(handbook on the care of local archives)

Now there are also books from other organisations on the field of studie your own history or the history of your organization,

Courses

Almost every year since 1973 has been arranged one week-courses for training of teachers, studycircleleaders and research-workers. Mostly on how to manage archives, guidelines for documentation, how organize archives for sound and pictures, how to do interviews, the use of taperecorders, how save old photo-negatives (on glass), the way of documentate results of history studies in theatreplays (workerplay, localhistoryplay etc).

In cooperation between University of Uppsala and the National Swedish Federation for adult educational associations (Folkbildningsforbundet) there has been arranged every third year "days of adult education history". The first one was 1981 and was an inventory of projects and a first mapping of needs of research.

1984 the theme for the days of adult education history was the history of singing in the popular movments.

1986 was a celebrating of th 100 years birthday of Carl Cederblad, a pioneer in the studies of adult education history in Sweden. The conference built on an inventory of on going research in universities, institutions and organizations. The groupwork was intended to give a base for a general plan for research in adult education history.

Sponsoring

Stockholms Workers Institute, founded 1880, was the first organization for lecturing activities in the Nordic countries. There are now no lectures, conserts, libraries, readingrooms as before. Now the institute gives sup ort for research and printing books on the history of popular adult education. There is a yearly scholarship for candidates for the doctorate (next year 24.000 SEK to Gunnel Testad for studies in an workerplay - "Spelet om Norbergstrejken 1891-92". Last year there was 30.000 SEK in support to printing of local reperts som studies in aehistoy A long lasting scholarship (Anton Nyström-stipendiet) has now Fil lic Åke K G Lundquist for a bibliography on adult education books and periodicals from the beginning of 1800 till 1957.

Points for discussion

in the History of Adult Education study group at the ICAE World Assembly in Buenos Aires 24th-30th November 1985.

The predistributed papers underline the desire for the study groups to bear in mind the overriding theme of the entire Assembly, viz "Adult Education, Development and Peace".

Where the "History of Adult Education" study group is concerned, it is perhaps appropriate to recall what was written by J. Roby Kidd in June 1979, referring to an activity at the Center for Continuing Education, University of British Columbia, Vancouver, Canada.

He gives the following reasons for studying the history of adult education:

- For guidance in the present for programmes such as "People Talking Back".
- To satisfy our curiosity about how we reached our present position.
- To help in the investigation of what are the required components of a genuine "learning society".
- To help ascertain if adult education is important and what level of public investment will be required for its support.
- If not to discover solutions, to aid us in probing significant questions.

It is always essential to be able to justify activities in the form of education and research, not least in order to

procure the necessary funding.

Extensive peace studies are now in progress, and great efforts are also being devoted to investigating the role of adult education in national development. Roby Kidd refers to the indispensability of historical studies before launching programmes or projects, and as an example he mentions "People Talking Back", a multi-media project on the community involvement of the individual. It is of course essential when planning projects, but also when analysing ongoing activities, to familiarise oneself more closely with previous efforts in the same field.

It should be noted in this connection that thorough studies of measures taken by one's own organisation/department should be supplemented by studies of what else has been done in one's country to secure adult education inputs for peace or development work. This calls for studies and research which must not flinch at going a very long way back in time. This applies not least to the developing countries, because it may be necessary to consider efforts predating the colonial era.

An international interchange of experience would mean a great deal in this case, because to some extent it could serve to transmit pioneering measures with regard to the location of sources, access to documentation and suggestions for study.

Efforts in the field of adult education relating to both peace and development work are very much an international concern, and so the system for experience interchange between the various countries needs to be reinforced. It is also essential that persons or organisations unaffiliated to the ICAE, and still less to the HAEN, be encouraged to diversify their intra-national studies by means of international information. This is particularly essential when planning

projects of the kind mentioned by Roby Kidd by way of introduction. Persons in charge of adult education, both in organisations and departments and in media enterprises, ought therefore to be made aware of the extent to which results can be improved by a thorough investigation of previous efforts in the field concerned.

Points to discuss:

- What experience have the participants had of targeted measures for studying the history of adult education in the subject fields of peace and development?

- In what way can the ICAE Network for the history of adult education help to publicise worldwide an interchange of data concerning completed educational projects, on the lines indicated by the participants attending the World Assembly?

Ralph Uddman

Report on studies in the history of Swedish adult education, 1985

For the ICAE World Assembly 24th-30th November 1985 in Buenos Aires, Argentina.

On 12th-13th May 1986, the Board of Trustees of the Carl Cederblad Fund at the ancient University of Uppsala will be organising a conference entitled "Popular Education History Days". This is the third conference of its kind to be arranged by the Board since 1981, this time in commemoration of the centenary of the birth of the popular educator Carl Cederblad. He was a pioneer of Swedish popular education history research, and already in 1932 he wrote a book intended as the first part of a history of popular education. The conference to be held in Uppsala in 1986 will be devoted to a presentation of the culturo-political environment in which Cederblad grew up and the role of Uppsala University in popular education. At the same time this conference is intended to lay the foundations of a general plan of future research into the history of popular education, to which end an extensive inventory has now begun of current and scheduled popular education history research in Sweden.

A historic event took place in 1985 with the appointment on 2nd April of Sweden's first Professor of Adult Education, at Linköping University. The new professor is a specialist of international repute, Kjell Rubensson, formerly Professor of Adult Education at the University of British Columbia, Vancouver. In his inaugural lecture he analysed the role of adult education in Swedish social development, and in doing so presented an exciting sweep of post-18th century developments. Soon afterwards, in spring 1985, he established a course in the history of adult education which is still in progress. That course has resulted in a great deal of research work. For example, Lars Arvidsson is studying

"Recurrent education in the light of history", Hans Burgman is investigating "Peace work and internationalisation in the Swedish folk high school during the growth of popular movements 1910-50", and Ingvar Törnqvist has written a report entitled, in Swedish, "From popular education to further education", dealing with the role of universities and colleges in Swedish popular education during the hundred years between 1880 and 1980. Ingvar Törnqvist will subsequently be narrowing down the range of his inquiry to "Oscar Olsson and the role of the universities in popular education", and he expects to complete his Ph.D. thesis on this subject by 1988. The project also includes a rather unusual study by Maj Klasson, concerning the cognitive background to decisions to emigrate in the emigration of 1891 from Sweden to Brazil. Professor Rubensson himself will not be resting on his laurels but is hard at work on a book, expected to be published in about two years' time, dealing with the role of adult education in social development.

The In-service Training Department of the Linköping Higher Education Region occupies a special position in Sweden, because it has come to be a centre for the development of folk high school questions, partly in conjunction with the training of folk high school teachers and popular educators at the School of Education here. I am informed by Hans Hovenberg, who is in charge of folk high school questions, that extensive activities are now being planned. In particular, great hopes are pinned on the plans now evolving for a learning and creativity centre. Work under the folk high school teacher training programme, and also within the development project undertaken conjointly with the NBE and entitled PUFF (short in Swedish for "educational development work for folk high school"), reflects the very extensive research and development work undertaken in recent decades. Considering that PUFF already began in 1971, it is perhaps time now for Hans Hovenberg and his colleagues to inaugurate

an overview of developments. After all, historical studies do not necessarily have to begin several hundred years back in the past!

For the people and through the people

The National Board of Education (NBE), which is the national authority responsible, under the Ministry of Education and Cultural Affairs, for the national school system and, accordingly, also for non-university adult education, does not have many resources to spare for historical studies. This makes it gratifying to note that Ulla Poppius, in her report on "Field in transition - popular education among the mentally ill", presents a thorough account of historical developments ever since the beginning of the 1950s, when the adult education associations began organising study circles for patients in mental hospitals. An English summary of Ulla Poppius' report can be ordered from Folkbildningsförbundet, Industrigatan 4B, S-112 46 Stockholm, Sweden. It was all the more encouraging that the Adult Education Department of the NBE should have decided, at the beginning of the 1980s, to mount a project entitled (in Swedish) "The reforms of popular education in a historical and forward-looking perspective". Inge Johansson, former Director of Studies and later Chairman of ABF (the Workers' Educational Association) and Chairman of the National Swedish Federation of Adult Education Associations, was put in charge of this project. At a teach-in on 24th October 1985 he was able to present a book running to more than 300 pages and focusing primarily on the activities of the ten officially recognised adult education associations. Thus he has refrained from dealing with other branches of Swedish popular education. This book, and the analyses which it contains, are extremely valuable by reason of Inge Johansson's abundant experience and central position in Swedish popular education. Apart from a very thorough description of the adult education associations and their

affiliation to Swedish popular movements, he presents an interesting analysis of society and popular education from the 1912 library reform to the 1981 Government Bill on popular education. A whole chapter is devoted to the main outlines of public policy on popular education, including equality, democracy, personal development, the role of the popular movements and the basic educational approach. At the same time he raises the question of relations between the universities and popular education. As part of this project Gudrun Hoffman has analysed study material used in study circles. This analysis too incorporates a historical retrospect.

Ph.D. theses

Three Ph.D. theses during the year have been specifically devoted to popular education or have touched on the subject. Two of them have been subsidised by the Stockholm Workers Institute. Lars Arvidsson has called his thesis, in Swedish, "Popular education in movement - pedagogical attitudes in the popular educational activities of the Swedish labour movement and free church movement during the 20th century". This thesis also includes an English summary. So too does the Ph.D. thesis written by Bosse Talerud and entitled "Cultural pedagogics in a technical society - opportunities of cultural development through educational activity". The interesting thing about this thesis is that it deals with the aspect of Swedish popular education termed cultural activities, including not only lectures but also programmes in the form of music, theatrical performances, films, exhibitions, etc. In November this year, Lena Hellblom will be presenting a thesis entitled, in Swedish, "From primitive to organised democracy" - a study of various public occasions in the Social Democratic labour movement, emanating from the study circles at Vikmanshyttan and Söderfors during the 1970s. Lena Hellblom

has been awarded an extra fellowship by the Stockholm Workers Institute for a study of the influence exerted by the philosopher Hans Larsson on popular education. The 1985/86 research fellowship of the Federation has been awarded to Mats Herder, to enable him to conclude his Ph.D. work on "Book lending at workplaces. Studies of outreach activities in Swedish popular education, their development and present condition".

Fil. lic. Åke K. G. Lundqvist is receiving a special grant, the Anton Nyström scholarship, from the Workers Institute for his work on a bibliography of popular educational literature between 1840 and 1957. This work, which is scheduled for completion in 1988, will provide future scholars with a valuable conspectus of the available material.

Anniversaries

The Salaried Employees' Educational Association (TBV) celebrates its 50th anniversary in 1985. To mark the occasion, Hans Almryd has written and edited a book, running to more than 200 pages, together with a special illustrated publication showing activities past and present. International readers, especially ICAE members, may be particularly interested to note that Professor Per Stensland, former ICAE co-ordinator for "Health in the year 2000", is mentioned no fewer than 17 times in this book, second only to TBV's founder and first chairman, Gösta Malmström. Established in 1934, TBV has developed into one of Sweden's largest adult education associations.

The Extra-mural Studies Institute of Stockholm University (KV) has also celebrated its 50th anniversary by publishing a cavalcade of its activities. Its origins are described by the present Chairman, Gunnar T. Westin. Various authors have contributed descriptions of the main subject fields, viz

languages, credential studies and art, music and drama. Contributors also include an ex-chairman of great international standing, namely Professor Torsten Husén, who recalls the adult education seminar launched within KV under the inspiration of the then Director of Studies Peter Hammarberg and in close collaboration with Artur Olsson of the NBE.

Sweden's largest adult education association, ABF, will be celebrating its 75th annniversary in 1987. A massive commemorative publication was already compiled for the 50th anniversary, by the then Director of Studies Hugo Heffler. The plan now is to follow up with a book on the ensuing 25 years, a period of very great progress as regards both adult education and cultural activities. A collection of documents on workers' education between 1907 and 1950 was already published in 1983, under the (Swedish) title "Not by bread alone". This is an anthology of statements made in books and other publications by eminent popular educators in the labour movement. The anthology was edited by the above-mentioned Inge Johansson, who also supplied commentaries on the various sections. ABF is also planning to encourage local historiography, and to this end it published study material in 1985, entitled (in Swedish) "From darkness into light", written by Sigurd Möhlenbrock and produced by Veikko Jauhiainen. This material briefly describes the history of ABF so as to provide study circles with background material for their research into local ABF history. Similar material for the use of study circles has been compiled previously concerning the origins, development and phasing-out of the ABF libraries.

Local organisations have also marked their anniversaries with variously conceived publications. The Lund Workers' Institute, for example, was formed in 1885, and its **miscellany** tells us that the original preparations were made by a committee comprising a machine operator, a master

bricklayer, a bricklayer, a works manager and a schoolmaster. One of the first lectures was given by Professor Seved Ribbing, and we find that activities included not only lectures, on the care of the sick in their homes, but also public concerts.

The integral part played by education in the activities of the popular movements is reflected by a small centenary publication issued by the Union lodge of the IOGT in 1981, which records the discussion, at a meeting on 25th November 1883, of plans to start an evening school for local Good Templars. Twenty-six members put their names down at that meeting. The Swedish Broadcasting Corporation celebrated 60 years of broadcasting history, not with a book but at least with an anniversary supplement to its programme magazine Röster i Radio TV. Inspired by the motto adopted by the King of Sweden, the editors dubbed their anniversary supplement "For Sweden on the air - the Swedish Broadcasting Corporation in the service of the public". And indeed, Swedish radio and television have played a tremendously important part in the expansion of adult education and cultural amenities. Popular education and the popular movements were very much in evidence when it all began 60 years ago, and broadcasting was inspired by lofty aspirations to educate the public. The proximity of broadcasting to popular education is typified by the first lectures having been recorded at the Stockholm Workers Institute and by the Röster i Radio programme magazine having been published for the first few years by the National Swedish Federation of Adult Education Associations. More recently, broadcasts for schools and adult education have continued, but the ideals of popular education were gradually supplanted by a journalistic approach and eager analysis of audience ratings.

Local history studies

A great deal of interest has developed in historical studies at local community and workplace level. To encourage laymen in this direction, Sven Lindqvist wrote a book entitled (in Swedish) "Dig where you stand", which has become the designation for activities of this kind. Before this, however, the Swedish Educational Broadcasting Company and the Travelling Exhibitions Service, acting mainly in collaboration with the Adult Schools' Educational Association but also with other adult education associations, organised a scheme entitled "Community in transition" which met with an extraordinary response.

To encourage similar efforts in the field of popular education history, the Archives Committee of the National Swedish Federation of Adult Education Associations organises annual central training courses for personnel concerned with documentation and archive maintenance. A documentation course which is now being planned for 1986 will deal above all with interviewing techniques, tape-recording, editing, storage and cataloguing, and there will also be a highly specialised course, "Saving pictures", for the benefit of those who are interested in preserving and salvaging old photographs, especially glass plates or damaged pictures, and also in salvaging faded or grimy prints. The Stockholm Work.ers Institutes has also been anxious to help support these local study activities and instituted, one year ago, a grant for the publication of completed studies in the local history of popular education. Twelve such grants have been paid during the year, for studies centring mainly on the activities of the labour and temperance movements.

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